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ABSTRACT

This paper reports on the implementation and results of a program that addressed the problem of aggressive behavior among students at an urban elementary school. Program objectives were to bring about a decline in the number of referrals written for students' aggressive behavior; an increase of parents' supervision of children's media consumption; and an increase in students' use of successful conflict resolution strategies. A group of 100 parents participated in a 10-week program that focused on: (1) statistical information about children's aggressive behavior; (2) types of parents; (3) parents' listening skills and self-awareness; (4) monitoring and evaluation of children's consumption of entertainment media; and (5) children's positive self-images. A group of 30 children attended 10 weeks of teaching sessions that examined creative problem-solving techniques, such as mediation, visualization, and values perception. Pre- and posttests were given to parents; children completed posttests only. The number of referrals for aggressive behavior did not decline sufficiently during the 10 weeks to meet the first objective. The second and third objectives were met, as indicated by the fact that more than 60 percent of the parents reported that they supervised their children's media exposure, and by an 89.6 percent success rate on students' conflict resolution posttests. An 18-item reference list is provided. Appendices include copies of the parent survey letter, the parent survey, and parent and student posttests. (BC)

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Increasing Parent Involvement in the Moral and Ethical Development of the Elementary Child to Decrease Acts of Violence in Pre-Adolescent Children

by

Beth L. Woodard

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A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a national database system for reference.

February/1992

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Beth L. Woodard

Abstract

Increasing Parent Involvement in the Moral and Ethical Development of the Elementary Child to Decrease Acts of Violence in Pre-Adolescent Children.
Woodard, Beth L., 1992: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Parent School Relationship/Parent Participation/Parent Teacher Conferences/Parent Teacher Cooperation/Parenting Skills/Parent Workshops/Student Attitudes/Problem Solving/Conflict Resolution/Moral Development/Decision Making/Cognitive Development.

A lack of parental involvement and increasing acts of aggressive behavior among students of an urban elementary school were addressed by the implementation of a 10 week parent/student participation program. A target group of 30 students receiving three or more written referrals by teachers/administrators participated in this program. Parents participating in this program were volunteers. Three objectives were addressed during the course of the project. Students learned creative conflict solving strategies. Parents were able to participate in a modified video based training program based on Oliver's (1987) "Parent to Parent" program. The writer measured the success of the project by surveys, and pre/post testing. Appendices include assessment measures and surveys. The 30 target elementary students who repeatedly earned the greatest majority of the total school's referrals prior to implementation reduced the number of behavior referrals to account for less than three percent of the school's subsequent behavior referrals.

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CHAPTER I

Purpose

The school in which this project was conducted is an elementary school in a suburb of a major city. Students from the southern portion of this major city are bused into this public facility. There were 815 students enrolled in this school. The school's population was 72 percent White, 26 percent Black, and 2 percent from other ethnic backgrounds.

The school served students in kindergarten through grade five. There were two self-contained emotionally handicapped classes, two self-contained specific learning disabilities classes, and one resource specific learning disabilities class. One full-time speech teacher and a full-time guidance counselor also served this school. The classrooms in kindergarten had a teacher pupil ratio of 1:23. Grades one through three had a ratio of 1:23. The ratio for grades four and five was 1:28.

Five percent of the students were in the resource program for Specific Learning Disabilities (SLD), and two percent of the students were in the Emotionally Handicapped (EH) class. Three percent of the students in grades one through five were in the Enhanced Learning Program (ELP) for bright students. Eight percent of the students in kindergarten through grade five were in the Compensatory Education classes.

All students in kindergarten through grade five attended physical education for 30 minutes everyday and music once a week for 30 minutes. Art classes were held once a week for 50 minutes for grades one through five. Kindergarten's art period lasted a total of 30 minutes. All students in grades three through five attended a class for library skills once a month for an entire week. All students in grades one through five attended instructionally supervised computer classes once a week for 30 minutes.

The Comprehensive Test of Basic Skills (CTBS) was given in the spring of the year to all students in grades two through five. The State Assessment Test (SSAT) was given in the fall of the year to all third and fifth grade students. Kindergarten and first grade students did not participate in school-wide achievement testing.

All of the students that left this school did so to enroll in another academic institution. This school implemented drop out prevention programs to help make certain that the students completed public education.

The writer has a Bachelor's Degree in Elementary Education as well as a Bachelor's Degree in Multiple Disabilities (Special Education). The writer is also enrolled in a Master's Degree program in Educational Leadership.

This writer has been a classroom teacher for 12 years. In the 12 years of teaching, the writer has taught second, third, fourth, and fifth grades. The writer served as grade level chairperson and member of the Elementary Science Teacher Association (ESTA). The writer worked as a third grade Math, Science, Social Studies, and Health instructor. While teaching in third grade, the author observed an increase in negative

student behavior to include violent, acting-out behavior. A concomitant increase in teacher written behavior referrals had been noticed.

Television, radio, and movies have promoted the deterioration of students' moral values and principles. Students' attitudes have become more aggressive and violent because the peer pressure from other students is engulfing.

Salk (1991), a child psychologist, discussed the negative effects of television on children's behavior. Salk stated that television programs such as "Roseanne" and "The Simpsons" feature characters that exhibit rude behavior and have a negative influence on children. Salk continued to say that studies have shown that violence on television, in action dramas, and even cartoons such as "The Road Runner," encourages students to act violently. Many parents are concerned about the "Teenage Mutant Ninja Turtles" rage. Students watch this program and often imitate the characters' leaping and kicking attacks on others.

Certainly students have picked up crude language or rudeness that were introduced into the home on a T.V. or radio program. Crude characters suggest to students that this negative behavior is socially acceptable. Dobson and Bauer (1990), authors of Children at Risk, stated that current values and morals are mocked incessantly on television, and children are corrupted by movies and Music Television (MTV).

A random survey of 100 parents was taken in the target school. The writer took the total school roster and selected every eighth name to serve as a participant in the

survey. Of the 100 parents surveyed, 75 percent responded. Results of the survey showed the following:

Work and Supervision

Thirty-seven percent of parents work outside the home.

Sixty percent of parents are not at home when the child arrives from school.

Eleven percent of parents provide no supervision for the child after school.

Radio

Fifty percent of parents surveyed have no idea what children listen to on the radio.

Twenty-five percent of the parents surveyed know what radio station children listen to.

Movies

Thirty-five percent of the parents supervise what children are viewing at the movies.

Twelve percent of the parents supervise all of the theater movies seen by children.

Eight percent of the parents supervise some of the theater movie viewing by children.

Television

Sixteen percent of the parents supervise all children's T.V. programs.

Twenty-six percent of the parents supervise some children's T.V. viewing.

Thirty-three percent of the parents surveyed do not supervise any viewing of television programs by children.

Fifty-five percent of the parents reported six or more hours of T.V. viewing per day by children.

At the target elementary school during the 1989-1990 school year, 553 behavior referrals were written by the administration and/or teachers. Sixty-four of these referrals (11.6 percent) were for fighting. In the 1990-1991 school year, 358 referrals were written by administrators and/or teachers. Forty-five of those reported (12.7 percent) were for fighting.

School-wide goals and objectives at the target school are written annually by a team of teachers and the administrators. One of the objectives for the 1990-1991 school year was to have no more than five percent of office referrals written by administrators and teachers for aggressive behavior (Starkey, 1990).

A discrepancy of 7.7 percent existed. The writer found a need to reduce administrator and teacher referrals for violent student behavior by at least 7.7 percent for the entire school population.

It was the purpose of this project to reduce the number of violent behavior referrals at the target school by at least 7.7 percent. The focus was on training parents through workshops about how to supervise the consumption of television, radio, and movies. Emphasis was placed on training students to creatively resolve conflicts through various strategies.

The following objectives were addressed during the implementation of the project:

1. After participation in a 10 week program, the number of office referrals written by administrators and teachers for aggressive student behavior at the target elementary

school would be no more than five percent of all referrals as measured by review of the number of office referrals written by administrators and teachers for aggressive student behaviors, i.e., fighting, after program implementation.

2. After participation in a 10 week program, the 100 systematically selected parents who received pre-implementation questionnaires and who participated in the five proposed workshops at the target school would increase supervision of students' radio, movie, and television consumption to at least a 60 percent level as measured by a review of the post implementation parent surveys.

3. After participation in a 10 week program, all of the 30 students identified as having three or more referrals from the previous year would demonstrate successful use of conflict resolution strategies after participating in a specialized 10 week guidance program. This would be measured by at least 80 percent success on a written and role played post implementation guidance questionnaire/interview for at least 80 percent of the identified students.

CHAPTER II

Research and Solution Strategy

This chapter includes a review of recent research on improving parenting skills and creative conflict strategies, and the integration of these strategies into the curriculum. The research reviews will be organized into four areas: 1) Social Cognitive Theory, 2) Moral Education, 3) Parent Training, and 4) The Influence of Television. Following this review of recent research, the writer has identified solution strategies which were used in an attempt to solve the problem of excessive behavior referrals and lack of parent supervision.

The family which was once considered to be the primary force of stability for children has taken on a different role. The present changes have resulted in a lessening of influence on children. The rise in single parent homes, high rates of marital separation, and divorce have contributed to a weakened family foundation. Because of the family structure taking on a different role, a great deal of children's behavior takes on a different trend.

Internalized performance standards, perceived self efficacy, and moral codes play a major role in the self regulation of behavior, stated Bandura (1987). A great amount of emphasis on human behavior, particularly children's, can be placed on the development of the cognitive process.

Further evidence, as discussed by Bandura, for the influence of cognitive processes on one's behavior comes from the fact that almost any emotional state that one desires to be in can simply be achieved by wishing it. For example, a child can be nauseated, peaceful, or angry simply by conjuring up appropriate thoughts. Therefore, according to Bandura, behavior can be strongly influenced by one's own imagination.

Norman's (1982) contention was that our behavior is based on emotions and that these emotions are related to a person's cognitive system. According to Norman, if experiences of love, joy, happiness, or pleasure are recalled, these thoughts will produce positive emotions and behavior. Conversely, thoughts of anger, anxiety, depression or hate will produce negative emotions and behavior.

Since one's behavior is at least partially determined by one's cognitive processes, it follows that if these processes do not accurately reflect reality, maladaptive behavior can result. The increasing change in children's behavior is attributed largely to the decreasing development of values and morals that are introduced both by society and the home. Values and morals have become more fluid in keeping with our casual life styles, and the issues of values and moral development are less influential.

Dobson and Bauer (1990) state that the values which undergird an entire culture are enmeshed in a civil war that will determine which value system will guide our nation. Dobson and Bauer further discuss that the children of the 1990's are the most vulnerable

because a lot of what is taught, heard, seen, or believed will set the course for the future of this nation.

The question that arises today is who is responsible for teaching moral education and values to children. Should this issue be left to the field of education or to parents? Lacina (1982) said that moral education is a growing concern in the field of education. Because of this growing concern, the school system must look into values and attitudes and decide what part the community will play, as well as teachers and administrators.

As project director for a survey on the moral life of American school children, Coles (1990) found that there was evidence of creative and intelligent thinking demonstrated by students today, but that there did not seem to be any conscience developing. Coles stated that schools are for the education of the whole person, and it is the responsibility of the schools to inculcate character. Schools cannot keep from becoming involved in the moral development of children.

Lipman (1988) stated that there is a big difference between role models and dictators when teaching values and moral development. Helping students utilize the capacity for reason and sound moral judgment is a safeguard against indoctrination.

Next to the family, the school is the most important character forming agent in the life of every school-aged child. Every child is heavily influenced by the thoughts and attitudes of peers, and adults within the school. The homes from which school children come play a most critical role in character formation. The main focus on the issue of

teaching values and morals to children is how to get this to be a community project for school and parents rather than leaving the issue totally to school or the home.

According to the Report of the State of Maryland Values Commission (1983), values and moral education should definitely become part of the school curriculum. Aside from teaching morals, the Maryland Commission suggested that inservice training, incentives, and evaluation be provided for principals, teachers, and guidance counselors. Parent participation was strongly recommended since parents often oppose values education because it interferes with parental authority to teach ethical values at home as well as the right to privacy under the First Amendment. This commission therefore recommended methods that would encourage parental participation and input in the introduction of values education as part of the curriculum.

The meaning of values and morals for children today needs to be examined in the light of other changes in children's day to day life patterns and value structure. Zimiles reported that

> children are different today because of the following reasons:
> 1. Children have more possessions.
> 2. Children have more expensive gifts.
> 3. Children have more money (1982:44).

Along with the changing value system of children today, the influence of the news and entertainment media has moved into the homes of the American family, providing an influence in values and behavior of magnitudes unheard of previously.

Cole (1981) discussed the fact that television has become the dominant communications medium and stated that various media have collected the blame for almost every problem from which society suffers. Television viewers have been exposed to uncounted numbers of television fights, robberies, and muggings. Television networks continue reliance on violence as a means to increase popularity ratings. In addition, local stations daily offer westerns, war films, prime time melodramas, and even cartoons which are violent.

Television, according to Linn (1982) is a member of a young child's family. With the invention of television, families have changed sleeping habits, altered meal times, and even use the television as a babysitter.

Linn further discussed that a child in our society will spend the equivalent of 3,000 entire days watching television. With this much input from television, the assumption is that children are influenced by what is seen. Television is a tremendous force that helps shape children's attitudes and provides random experiences that children can draw upon for the rest of life.

Palmer (1988) looked at television as a dominating factor in this century. Palmer viewed children's television in America as being in a deplorable state of neglect, yet Palmer saw where television for today's children could be a positive force with parent support. Bettelheim (1987) discussed that good parenting provides the cohesiveness that the family needs today. Child rearing is a complicated undertaking, different for every

parent, demanding in every way. Bettelheim also stated that in today's world with so many outside factors that have an overwhelming effect, it is important to provide the type of parenting that will be rewarding and enriching.

A recent study done by Oliver (1987), entitled "Parent to Parent," discussed the need for parents to be trained to recognize the attitudes and abilities which enhance normal growth and development in pre-adolescents. Oliver recognized the need to develop such a program that would train parents to deal more effectively in parenting skills by understanding themselves first and then learning to understand the child. The main objective of "Parent to Parent" is to help children have the kind of parent that is so desperately needed.

Solution Strategy

Given all of the proven reasons as discussed by various authors, this writer felt that a parent/student participation program within the school would be most beneficial. This writer planned to implement a 10 week project to improve students' ability to creatively solve conflicts and provide parents with a workshop program that would help children to become fully functioning individuals in school. This writer sought ways to increase parental involvement in the school. The role of parents in the educational life of children was largely unsupportive and quite undermining of the school. Parents were too busy and distracted to take an active interest in the work of children. Parents, for the most part,

were sometimes unwilling or unavailable to help children with school work at home or to follow through on suggestions made by teachers. If there was to be a concerted effort in achieving excellence in the schools, more effective collaboration between school and home would be required, including more active participation on the part of parents (Cole, 1981; Linn, 1982; Report of the State of Maryland Values Education Commission, 1983; Zimiles, 1982).

This project involved weekly sessions for parents that focused on: 1.) statistical information about aggressive behavior of children (Dobson and Bauer, 1990), 2.) four types of parents, 3.) parenting skills that required parents to listen to children, 4.) self awareness of parents, 5.) 10 steps to monitor and evaluate children's consumption of entertainment media (Cole, 1981; Dobson and Bauer, 1990; Linn, 1982; Palmer, 1988), and 6.) discussion of positive self images for children. Teaching sessions for children focused on creative problem solving techniques such as mediation, visualization, fighting fair, and values perceptions. Several specific strategies were taken from Creative Conflict Solving for Kids, Grades 4 to 9 (Schmidt and Friedman, 1985).

Pretests and post tests were administered to parents. Post tests were administered to students. Annotated notes were kept on all participants during the workshop sessions.

CHAPTER III

Method

In order to solve the problem of aggressive behavior and the need to reduce administrator and teacher referrals, this writer implemented a 10 week project. This chapter contains the relevant information about the actual implementation of this project. The researcher was responsible for planning and all instructional sessions. Direct instruction with the students was conducted by the school's guidance counselor. Direct instruction with the parents in workshops was conducted by the researcher and guidance counselor. All sessions were held in the guidance room and media center of the target school and in the fellowship hall of the local church. The church was located in the southern area of the city from which students were bused to attend the target elementary school.

Annotated records of parents' and students' responses to the workshops were systematically kept by the researcher and the guidance counselor. A pretest and posttest were administered to the students and parents participating in the program. The tests were later used for evaluation of the program's success.

To implement this project, the following items were needed: television, video cassette player, video taped session of "Parent to Parent" (Oliver, 1987), paper, and

pencils. All of the items needed for this project were available to the researcher in the target school and the local church.

Permission for the project to be implemented was obtained from the school principal and the pastor of the church. Permission for students to participate in the planned activities to be done by the guidance counselor was not necessary because the activities fell within the realm of current guidance curriculum. Students participating in this 10 week guidance program met with the guidance counselor during school hours twice weekly for 30 minutes. This researcher acquired parents' permission for the results of students' pretests and posttests to be included in the final published report of this project. The video-taped sessions of "Parent to Parent" were used with permission from Drug Free Schools, a Pride Program of the district in which the target school is located.

Prior to beginning this 10 week program, this researcher participated in two training sessions offered by Pride's Parent Training at the central administration building of the school district. Each training session lasted six hours. This training promoted the researcher to trainer status in the "Parent to Parent" program. The guidance counselor was previously trained in the "Parent to Parent" program and assisted the researcher in the project.

All target students attended one elementary school. Many students were bused from a distant area. To facilitate parent involvement, parent training sessions were offered in two school locations nearest the homes of the parents. First, parents closest to the

school were offered training sessions on Wednesday evenings in the media center of the target school from 6:30 to 8:30 p.m. Second, parents of students who were bused were offered the same training at the church in their community on Wednesday evenings from 6:30 to 8:30 p.m.

Two video taped facilitators were made available for both training sessions. One of the video based workshop programs was geared for minority audiences, so the facilitator was a Black male. The other programmed video workshop facilitator was a White male, which was felt to be more acceptable if the participants were a White middle class audience.

This writer and the guidance counselor at the target school previewed both video tapes and agreed that the video sessions designed for minority audiences were more enthusiastic and interesting regardless of the audience for which they were intended. Therefore, the Black presenter delivered sessions for both the bused and neighborhood audiences.

Timeline

Week 1	Parents: "Parent to Parent" sign up sheet. Ice Breaker warm up exercise. Discussed four types of parents. Gave statistical information about aggressive behavior.
	Students: Modeling. Children learned about risks as they discussed responsible behavior patterns.

Week 2	Parents: Developed awareness of student behaviors and how to listen to children. Identified the four ways of parenting. Students: Mediation. Learned a quick, fair way to resolve a conflict between students. Children learned that a mediator serves as an impartial listener and facilitator.
Week 3	Parents: Reviewed conflict situations and techniques for conflict resolution. Developed self-awareness as a parent. Students: Problem Solving. Identified a problem and learned how not to lose the focus.
Week 4	Parents: Discussed the three steps that parents use to monitor/evaluate children's T.V. Students: Brainstorming. Gathered ideas about a specific issue or a problem.
Week 5	Parents: Discussed ways parents can give positive self images to children. Parents made commitment to what had been learned. Discussed feelings. Administered parent post test (Appendix C:31). Students: Visualization. Encouraged imagination which offered new, creative, problem-solving possibilities.
Week 6	Parents: Repeated Week 1 activities at site two. Students: Role playing. Encouraged students to take risks and practice new responses within a non-threatening environment.
Week 7	Parents: Repeated Week 2 activities at site two. Students: Body Movement. Conducted a physical activity which allowed students to interact while respecting each other's territory.

Week 8	Parents: Repeated Week 3 activities at site two.
	Students: Integrating Conflict Resolution Concepts. Literary selections and historical events were discussed within a problem-solving framework.
Week 9	Parents: Repeated Week 4 activities at site two.
	Students: Reviewed and discussed the creative conflict solving techniques covered in this workshop.
Week 10	Parents: Repeated Week 5 activities at site two.
	Students: Administered student posttest (Schmidt, 1985, Appendix D:34).
	Tabulated results of pretests and posttests.

CHAPTER IV

Results

Throughout the 10 week period of implementation, this writer and the guidance counselor of the target elementary school closely monitored the students' and parents' individual progress through attendance and annotated records. A post implementation survey was administered to parents to evaluate the growth and learning of the participants. A guidance questionnaire/interview was administered to target students to evaluate conflict resolution skills.

Objective one concerned the abatement of office referrals written by administrators and teachers for aggressive student behavior. This objective was measured by comparing the number of written referrals on the target students before and after implementation of the program. During the 10 weeks of implementation, 500 referrals were made. Only 30 referrals were written on the target students. Six percent of all referrals made during the 10 weeks implementation period were for the 30 target students. It was hoped that target students would account for no more than five percent of the total number of referrals. This objective was not met. However, a great reduction in the number of referrals was observed. Continuation of this program would surely result in even fewer referrals.

Objective two concerned parents participating in a series of workshops that facilitated parents in the supervision of students' viewing of movies, radio, and television. This objective would be met if 60 percent of students' viewing of television, radio, and movies was supervised by the parents. This objective was measured by a post implementation parent survey. The researcher again administered the parent survey (Appendix B:29) to the parents who enrolled in the "Parent to Parent" workshops.

Survey results indicated that 68.9 percent of participating parents knew what their children listened to on the radio and 65.3 percent knew what radio station their children listened to. The survey also indicated that 100 percent of the parents learned to supervise children's movie viewing. Theater movie viewing was supervised by 65.8 percent of the parents. Also, 78.3 percent of the parents indicated on the survey that they supervised all of the children's television viewing and 55 percent supervised some of the children's television viewing. All parents supervised television viewing to some extent. Finally, 15.1 percent of the parents reported that children still spend six or more hours per day viewing television. The survey responses above indicated that an average of 66.7 percent of the parents supervised the entertainment media to which their children were exposed. This objective was met because more than 60 percent of parents supervised the media exposure of their children.

Additionally, post implementation discussions with parents participating in the workshop indicated a greater interest in the supervision of what students heard on radio,

saw on television, and watched at the movie theater. Parents were happy to report that the entertainment media was now shared as a family experience, whereby parental values were expressed in conjunction with the family's belief system.

Objective three concerned students' participation in a specialized 10 week guidance program that would demonstrate the students' successful use of conflict resolution strategies. This objective would be met if 80 percent of the students exhibited adequate awareness of resolving controversy as measured by 80 percent success on a written and role played posttest administered by the guidance counselor following implementation of the program. The success rate on the posttest showed that this objective was met (Figure 1).

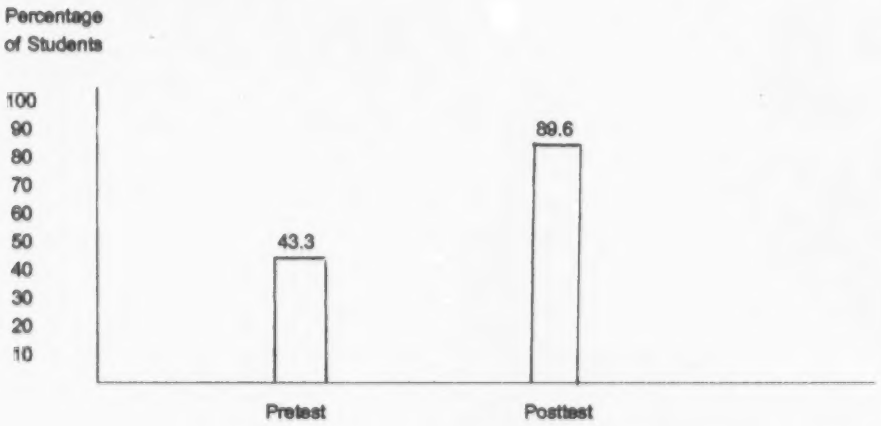

Figure 1

Pre/Post Test Percentages
Grade 3-5 Students
1991-1992

The proposed parent/student participation program increased parent student interaction. It built a great sense of pride and an awareness for the parent. This type of program is a step in the right direction in that it especially encourages parents to look carefully at children's attitudes, environment, and activities.

The researcher feels that the program overall was a success. The students were excited about what they learned and with the interaction with the guidance counselor. The parents enjoyed the five week sessions and went away enthusiastic and with a different perspective on parenting.

In the areas of objectives and the overall project, 100 percent of the participants, both parents and students, rated the project as excellent. In addition, local parents requested additional sessions and this is currently being arranged.

CHAPTER V

Recommendations

Results of this project will be shared with administrators and the guidance counselor at the target school. A copy of this report will also be shared with administrators and guidance counselors at other schools within the district. The results and teaching strategies developed during this project will be shared with Parent Education Specialists within the district's Chapter 1 program for possible inclusion in parent workshops and other community involvement plans. The writer will share the results and formulate a plan to have the project's strategies included in the community outreach programs of local churches.

The writer will also investigate the possibility for acquiring school board approval of the strategies developed in this project. The approval to be sought would include these strategies as part of the mandated elementary guidance curriculum within this district. The writer will be available to other school sites and local churches for the purpose of presentations and consultation in the implementation of similar parent training and community outreach projects. No specific recommendations for changing the format or content of this program are suggested. With the administrator's permission, this writer and the guidance counselor will make plans to conduct "Parent to Parent" workshops each year.

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Appendices

Appendix A

Parent Survey Letter

Appendix A

Parent Survey Letter

October 1, 1991

Dear Parent(s):

I am currently working on a Master's Degree. For my practicum, I need to administer the attached survey. I realize that this is a busy time of year, however, I would greatly appreciate your taking the time to complete the survey as accurately as possible.

The information will be used for statistical purposes ONLY and will be ANONYMOUS reported as group data without names.

The survey needs to be returned to me by October 14, 1991. Thank you for your cooperation. Your response will be deeply appreciated.

Sincerely,

Beth L. Woodard

Appendix B

Parent Survey

Appendix B

Parent Survey

Please answer the following questions as accurately as possible. This information will be used for group reporting of parent information in a graduate research project. Please DO NOT include your name.

1. Do you work outside of the home?
   mother: ___ yes ___ no father: ___ yes ___ no

2. Are you home when your child arrives from school?
   mother: ___ yes ___ no father: ___ yes ___ no

3. Is your child supervised after school?
   ___ yes ___ no (If yes, please indicate by whom.)
   ___ parent
   ___ supervised program (YMCA, child care center, etc.)
   ___ babysitter (or relative, other than parents)

4. How many hours of television does your child watch a day?
   ___ 0-2 ___ 3-4 ___ 5-6 ___ More than 6

5. How many movies, television programs, and radio stations are supervised by you (the parent)?
   ___ all ___ some ___ none

6. Do you know what your child listens to on the radio?
   ___ yes ___ no

7. Do you know what radio station your child listens to?
   ___ yes ___ no

8. Do you know what your child watches at the movies?
   ___ yes ___ no

9. Do you know what television programs your child watches?
   ___ yes ___ no

Appendix C

Parent Post Test

Appendix C:01

Parent Post Test

School _____ Date _____

Directions: Choose the correct response and place the letter in the blank provided.

_____ 1. The primary purpose of Parent to Parent workshops is
a. to identify and refer drug-using adolescents to treatment.
b. to help parents guide their children safely through the adolescent passage.
c. to create guilt and anxiety in parents.

_____ 2. The acronym PRIDE refers to
a. Parent Resource Institute for Drug Education.
b. Parental Responsibility in Driver's Education.
c. Parental Responsibility in Drug Evaluation.

_____ 3. The target organ of alcohol and drugs is the
a. stomach.
b. heart.
c. brain.

_____ 4. Dr. Abraham Maslow discovered that people make decisions to
a. fulfill basic needs.
b. solve problems.
c. formulate a plan of action.

_____ 5. The point at which parents can most easily intervene is with
a. attitudes.
b. habits.
c. behavior.

_____ 6. What are the signals that indicate that normal development in a child is deteriorating?
a. polarization of friends
b. development of problems in school
c. increased negative attitudes toward self and family
d. all of the above

_____ 7. The adolescent's development of accountability, dependability and responsibility enable parents to gain
a. trust in their children.
b. control of their children.
c. understanding of their children.

Appendix C:02

_____ 8. The sexual, chemical, and entertainment revolutions have challenged parents to parent
a. unconsciously.
b. consciously.
c. subconsciously.

_____ 9. The absence of communication of the family belief system may increase adolescent involvement in
a. early sexual activity.
b. drug or alcohol abuse.
c. problems with authority.
d. all of the above.

_____10. Chemical dependency is a disease of the
a. will.
b. feelings.
c. intelligent.

TRUE OR FALSE

_____11. Natural and logical consequences increase appropriate behavior patterns.
_____12. A family's belief system should not be imparted to children until they are at least 16 years.
_____13. Primary feelings felt by chemically dependent people are fear, guilt, anger, depression, and loneliness.
_____14. Parental stress and emotions are reflected in the behavior of children.
_____15. Parents need to accept that impulsive, irrational, irresponsible behaviors are just part of growing up.

The Acrostic Parent in this program stands for:

P Put Yourself in the Way

16. A _____

17. R _____

18. E _____

19. N _____

20. T _____

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Appendix D

Student Post Test

Appendix D:01

Student Post Test

PART I

Directions: Read each statement carefully. Circle T if you think the statement is true, and F if you think it is false.

T F 1. Conflict is a natural part of life.

T F 2. All conflicts end in violence.

T F 3. There are at least two sides in every conflict.

T F 4. It is possible to eliminate conflict.

T F 5. Behavior can be either appropriate or inappropriate, depending on where it happens.

T F 6. Inappropriate behavior can cause conflict.

T F 7. Behavior cannot be changed.

T F 8. People all over the world have the same basic needs.

T F 9. Unmet needs can cause a conflict.

T F 10. There are many non-violent alternatives available to solve a conflict.

T F 11. It is not possible for everyone to win in a conflict.

T F 12. Calling someone a name is a form of violence.

T F 13. Frustration always leads to violence.

T F 14. It is important to learn not to get angry.

T F 15. Adults never have conflicts.

T F 16. Conflict can be constructive as well as destructive.

T F 17. Conflicts can escalate or de-escalate, depending on what is said or done.

T F 18. Fighting fair means respect for others and for ourselves.

Appendix D:02

T F 19. In resolving a conflict it is important not to embarrass or humiliate the other person.

T F 20. Learning to handle conflict constructively takes a lot of practice and skill.

PART II
Directions: Place the number of the definition in the blank.

WORD	DEFINITION
_____ consequences	1. a plan of action to solve a problem
_____ strategy	2. disagreement, struggle over things, ideas, values.
_____ conflict	3. the results of what we do
_____ resources	4. choices we have in dealing with a problem
_____ alternatives	5. total ways of acting, everything we do
_____ frustration	6. not being able to get or do what we want when we want it
_____ scapegoat	7. when two people give up something to resolve a conflict
_____ behavior	8. all the things we use to help us solve a problem; includes our intelligence, skills, experiences, etc.
_____ compromise	9. what we believe to be important
_____ values	10. a person or thing made to bear the blame for the mistake of others

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